

DOCUMENT RESUME

ED 106 731

CG 009 797

AUTHOR Aspy, D. N.; And Others
TITLE Interpersonal Skills Training for Teachers. National Consortium for Humanizing Education, Interim Report No. 2 (Introductory Materials).
INSTITUTION National Consortium for Humanizing Education, Monroe, La.
SPONS AGENCY National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE 74
NOTE 12p.; For related documents, see CG 009 796, 798, 799; Pages 5-342 of this document have been withheld at the authors' request; For information, contact Dr. D.N. Aspy, National Consortium for Education, 8623 Southwestern Blvd., Suite 132, Dallas, Texas 75206

EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE
DESCRIPTORS *Classroom Communication; Elementary Secondary Education; Feedback; *Interpersonal Competence; Program Descriptions; *Skill Development; *Teacher Education; *Training Techniques
IDENTIFIERS *National Consortium for Humanizing Education

ABSTRACT

The experimental treatment administered in this study was the training of teachers to utilize interpersonal skills in the classroom. The training process consisted of three elements: (1) development of skills in the measurement of one's own teaching behavior, (2) individual feedback of the analysis of instruction samples provided by each teacher at monthly intervals, and (3) training to increase skills in interpersonal facilitation. In order to standardize the training for purposes of analysis and replication, skills modules were developed and processed through two cycles of application and revision. This report presents the refined training modules and details the revision process. Some of the training modules are devoted to: (1) developing skills in accepting feelings, (2) increasing praise, (3) accepting student ideas; (4) increasing student involvement; (5) acquiring program development skills, and (6) working with small groups. (Author/PC)

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Roebuck*

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INTERPERSONAL SKILLS TRAINING for TEACHERS

Interim Report No. 2

National Institutes of Health

NIMH Grant No. 5 PO 1 MH 19871

by

D. N. Aspy

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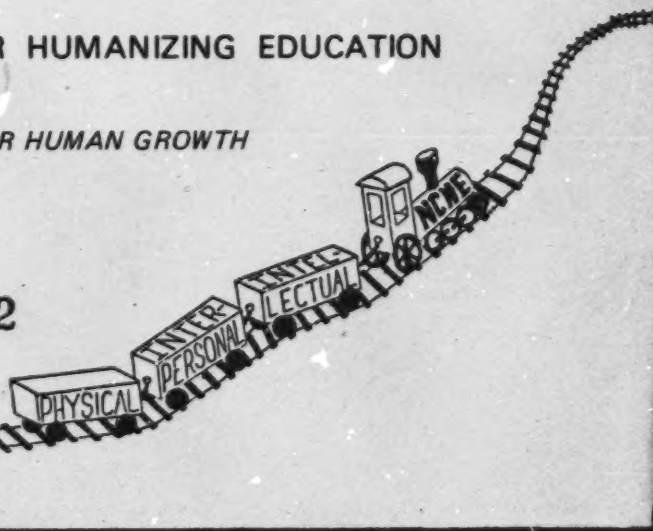
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SKILLS TRAINING FOR HUMAN GROWTH

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TRAINING FOR TEACHERS

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D. N. Aspy
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Interim Report Number 2
of the
NATIONAL CONSORTIUM FOR HUMANIZING EDUCATION
Northeast Louisiana University
Monroe, Louisiana

1974

The research reported here was supported in part by NIH Research Grant #PO 1MH19871 from the National Institute of Mental Health.

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ACKNOWLEDGMENTS

In addition to the specific items of technology or theory for which credit is footnoted in the body of the training modules, acknowledgment must also be made of the fact that the training in its entirety owes much in directionality, content and technique to the theoretical framework and/or applied technology of Dr. Carl Rogers, Dr. A. W. Combs, and Dr. R. R. Carkhuff. Where they led, we have been proud to follow.

A special "Thank you!" must also be said to the project's administrative secretary, Ms. Clara Smith, who has patiently, accurately, and sometimes amusedly, prepared manuscript drafts, conference drafts, training drafts, revised training drafts, revised conference drafts, final revised training drafts, and so on for each of the modules presented. Without her, it would not have been done.

There are many others to whom gratitude is due, including Miss Kathy Kiper who designed the NCHE logo for the cover. To all, we acknowledge our debt.

David N. Aspy
Flora N. Roebuck

TABLE OF CONTENTS

	Page
OVERVIEW	
Training in Interpersonal Skills.	1
TRAINING MODULES	
Module for Theoretical Overview of Effective Human Learning.	5
Flanders' Interaction Analysis.	21
Developing Skills in Accepting Feelings	31
Scales for Measurement of Interpersonal Processes	43
Cognitive Functioning Categories.	73
Increasing Praise	87
Accepting Student Ideas	105
Questioning Skills	
Part I.	119
Part II	127
Program for Increasing Student Involvement.	145
Problem-Solving Module.	159
Program Development Skills.	177
Planning for Learning	191
Organizing for Learning - Part I Teacher-Pupil Interaction	215
Organizing for Learning - Part II Physical Environment of the Classroom	227

Page

Organizing for Learning - Part III	
Curriculum - Student Interaction	241
Organizing for Learning - Part IV	
Pupil-Task Interaction	259
Working with Small Groups.	273
Consumatory Experience	299

APPENDIXES

A - Illustration of Categories	A 1-11
B - Master Ratings for Training Tapes.	B 1-18
C - Location of Tapes.	C 1

TRAINING IN INTERPERSONAL SKILLS

The experimental treatment administered in the study was the training of teachers to utilize interpersonal skills in the classroom. The training process consisted of three elements: (1) developing skills in measurement of own teaching behavior, (2) individual feedback of results of the analysis of samples of instruction provided by each teacher at monthly intervals, and (3) training to increase skills in interpersonal facilitation.

In order to standardize the training for purposes of analysis and replication, skills modules were developed and processed through two cycles of application and revision. The refined training modules are presented in this report, beginning on page 5. The revision process is detailed below.

Training modules for the 1st year of the study focused on measurement skills and interpersonal processes, per se. Analysis of first year data revealed two findings with implications for revision of the training modules:

1. The significant positive movement of the experimental teacher was confined to the interpersonal process and indirect variables with some effect on student participation but little impact on the cognitive processes in the classroom.
2. A comparison of the content of the training sessions with the variables in which significant positive movement occurred indicated a correspondence between the skills in which instruction was explicit and the variables in which movement was exhibited, leading to the hypothesis that for the attainment of desired treatment benefits in additional variables, specific skills development training programs for those skills should be applied.

(Supplementary Progress Report, Grant Number
5 PO 1 MH 19871-03, p. 25)

Additionally, subjective evaluations by trainers and trainees indicated that the effectiveness of the training modules could be improved. Specifically, these evaluations indicated that of the three different formats used in the first year modules, the more effective elements were: (1) use of pre- and post-testing in skills development modules, (2) a high proportion of experiential to didactic material, and (3) provision of "take-home" programs for application of skills in the trainees' classroom settings.

Accordingly for the second year of the study (1) the first year modules were revised to a standard format incorporating those elements indicated above and (2) new modules were developed for training teachers to apply facilitation skills in cognitive and content-oriented classroom interactions. To test the effectiveness of the revised modules, one of the control schools from the first year was rotated into the treatment condition. The new modules were applied as a second year of training in two-thirds of the schools which had received treatment the first year. (One-third of the first year "treatment" schools were rotated into no-training conditions to test whether training effects would hold up over time without reinforcement.)

At the end of the second year of the study, subjective evaluations indicated (1) the need for Peer-Professional trainer teams with ethnic intermixes and (2) differential training needs and sequences for individual school faculties. So the modules received a final revision to facilitate these processes. First, in order to provide adequate support material for Peer trainers, all concepts and didactic material were made explicit in sentence form in each module (rather than in outline form for use by professional trainers). Second, the modules were designed to be self-contained; that is, each module could be used in isolation, if necessary. There were two exceptions to this:

1. The module, Accepting Feelings, was a prerequisite for certain other modules.
2. The four modules, Organizing for Learning, Parts I, II, III, and IV, were designed to be used in sequence. However, by omitting one portion of the Overview section of each module, they can be self-contained.

The third year of the study was a replication in a different site. The modules were applied by Peer-Professional trainer teams with black/white intermix. The modules (in their final revised form) are included in this report, beginning on page 5.

Evaluation of the results of the third year's training suggests that elementary and secondary schools respond differently to differential training sequences. Therefore, the following sequences of training are suggested for the two levels:

ELEMENTARY SCHOOL TRAINING SEQUENCE

Theoretical Overview

Flanders' Interaction Analysis

Developing Skills in Accepting Feelings

Scales for the Measurement of Interpersonal Processes

Cognitive Functioning Categories

Increasing Praise

Accepting Student Ideas

Questioning Skills, Parts I and II

Program for Increasing Student Involvement

Problem Solving Module

Program Development Skills

Planning for Learning

Organizing for Learning I: Teacher-Pupil Interaction

Organizing for Learning II: Physical Environment of the Classroom

Organizing for Learning III: Curriculum-Student Interaction

Organizing for Learning IV: Pupil-Task Interaction

Working with Small Groups

Consumatory Experience

SECONDARY SCHOOL TRAINING SEQUENCE

Theoretical Overview

Flanders' Interaction Analysis

Problem-Solving Module

Program Development Skills

Cognitive Functioning Categories

Developing Skills in Accepting Feelings

Increasing Praise

Accepting Student Ideas

Questioning Skills, Parts I and II

Scales for the Measurement of Interpersonal Processes

Scale for the Measurement of Student Involvement

Planning for Learning

Organizing for Learning I: Teacher-Pupil Interaction

Organizing for Learning II: Physical Environment of the Classroom

Organizing for Learning III: Curriculum-Student Interaction

Organizing for Learning IV: Pupil-Task Interaction

Working with Small Groups

Consumatory Experience

These above sequences are suggested "ideal" sequences and should be adjusted to the individual training situation in terms of (1) prior experience of trainees, (2) level of involvement and/or acceptance of trainees, (3) relative skills deficiencies and strengths of trainees, i.e., some modules may be omitted when the trainees do not need skills development in that area, and (4) planning with the trainees. Adjusting the sequence through planning with the trainees is particularly important as the level of trainee involvement and subsequent utilization of skills is significantly increased when they have had an opportunity to select skills training areas on the basis of feedback from analysis of their individual classroom performance.

The training modules which comprise pages 5 - 342 of Interim Report # 2 are being withheld at this time in order to ensure that they are used only by trained personnel. For information about these modules, please contact Dr. D. N. Aspy, National Consortium for Education, 8623 Southwestern Blvd., Suite 132 Dallas, TX 75206.